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ABSTRACT

This framework provides Canadian curriculum writers with student learning outcomes they can use to develop curricula for international language courses. Its aim is the development of communicative competence in a specific international language (represented by applications, language competence, global citizenship, and strategies). The framework is intended to be used for languages other than English, French, and Aboriginal languages. It provides outcomes for a 3-year program that students would enter in 10th grade and stay in until 12th grade. An introductory section discusses the background, rationale, assumptions, effective language learning, conceptual model, and organization of the framework. The main section examines the 3-year program, providing specific outcomes for each grade of the three-level course of study and focusing on applications, language competence, global citizenship, and strategies. Five appendixes look at: using the framework, areas of experience, global list of strategies, sample list of text forms, and glossary. (Contains 28 references.) (SM)

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# The Common Curriculum Framework

for

# International Languages

## Three-year Program (Grade 10 to Grade 12)

**Western Canadian Protocol for Collaboration in Basic Education**

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# The Common Curriculum Framework

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# International Languages

## Three-year Program (Grade 10 to Grade 12)

## Alberta Version

Western Canadian Protocol for
Collaboration in Basic Education

2001

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**The primary intended audience for this document is curriculum developers.**

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## BACKGROUND

### Western Canadian Protocol (WCP)

The *Common Curriculum Framework for International Languages, Three-year Program (Grade 10 to Grade 12)* is a project of the Western Canadian Protocol for Collaboration in Basic Education. This *Framework* was developed through the cooperative efforts of the provinces of Alberta, Manitoba and Saskatchewan. The ministers of education of these provinces have agreed to collaborate in basic education because of the importance they place on four major goals:

- high standards of education
- common educational goals
- removing obstacles to the access of educational opportunities for students, including improving the ease of transfer from jurisdiction to jurisdiction
- optimum use of educational resources.

### Description of the Project

> For the purposes of this document, international languages are defined as languages other than Canada's two official languages, English and French. Aboriginal languages and cultures are the subject of another Western Canadian Protocol project.

The *Common Curriculum Framework for International Languages, Three-year Program (Grade 10 to Grade 12)* will provide curriculum writers with student learning outcomes they can use to develop curricula for international language courses. **The *Framework* is intended to be used for languages other than English, French and Aboriginal languages.** Teachers, educational administrators, parents and other interested parties will find useful information about what to expect from international language courses and about effective approaches to language learning.

This form of language study is usually optional and may begin at different levels. These courses are distinct from bilingual or immersion programming, in which the language is not only a subject but is also used as the medium of instruction for other school subjects during a significant part of the day.

This *Framework* provides outcomes for a three-year program that would be entered at Grade 10 and would continue until Grade 12. This course sequence is often labelled 10–20–30 or 15–25–35. Frameworks for other entry points are also available.


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RATIONALE

## Rationale for Learning International Languages

The value, for Canadian society as a whole, of learning international languages can be summarized as follows:

- increased awareness of and sensitivity to cultural and linguistic diversity
- improved potential in the Canadian and global marketplace and workplace
- enhanced role in the international community.

There are also many personal reasons for learning an additional language or for enrolling in an international language course at school or in a community program. Students who have no previous knowledge of the language may be interested in:

- more opportunity to communicate directly with people from other language groups and gain a deeper insight into their culture
- a broader range of educational, career and leisure opportunities.

Students who possess some knowledge of the language or a family connection to the culture may have different reasons for learning:

- renewing contact with a heritage language and culture that may have been lost through assimilation
- maintaining a first language that is not the majority language in the community
- developing literacy in a first language that is not the majority language in the community.

There is significant evidence to suggest that all language learners receive some additional indirect benefits from their language learning experience:

- development of increased grammatical abilities in the first language—phenomenon of additive bilingualism
- enhanced cognitive functioning, particularly increased ability to conceptualize and to think abstractly; more cognitive flexibility; and greater divergent thinking, creativity and metalinguistic competence.


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### Rationale for a Common Curriculum Framework

A common *Framework* of general and specific outcomes will help:

- curriculum writers develop courses for specific international languages by providing a common base
- program developers plan a coherent course of study that moves smoothly from one level to the next, especially at the transition points between different sections of the school system
- post-secondary institutions plan international language courses that articulate well with secondary level courses
- post-secondary institutions determine equivalency between different second language courses, for entrance or assessment purposes
- parents and students transferring from one jurisdiction to another, whether from one school jurisdiction to another or one province to another
- employers know what to expect from students in terms of language proficiency.*

## ASSUMPTIONS

The following statements are assumptions that have guided the development process of this *Framework*:

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning an international language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true of students who come to the class with no knowledge of the international language, who are learning it as a second or additional language. It is also true for students who have some knowledge of the international language and develop literacy skills in that language.

For a brief discussion of some of the factors that need to be considered when developing and implementing curricula for international languages, see Appendix I: Using the *Framework*.

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* Words in this document that are followed by an asterisk (*) are defined in the Glossary—Appendix V at the end of the document.


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## EFFECTIVE LANGUAGE LEARNING

The following are some **general principles** of effective language learning that the research on second language learning and acquisition has identified. These principles have guided the development of the conceptual model used in this *Framework*.

### Focus on Meaning

Language learning is more effective when classes are structured around meaningful tasks* rather than around elements of the language itself, such as grammatical structures, vocabulary themes or language functions. The principal focus of classroom activities is on communication while learning about a content area; e.g., wolves and their habitat, or while carrying out a project; e.g., creating a family album. Specific language skills are taught when students have noticed that they need specific vocabulary, structures or functions to carry out the task they have chosen to do. When language learning has a purpose, students are more highly motivated.

### Focus on Interaction

Students learn languages more effectively when they have ample opportunity to work in small groups on tasks that they have had a hand in choosing, and that require them to negotiate meaning—that make themselves understood and work to understand others—with their fellow students. In classrooms structured this way, students have more practice time; they are working on tasks that reflect their interests and are using the language in situations that more closely resemble those outside of school.

### Focus on Strategies

Successful language learners use a number of strategies that help make their learning more effective. These language learning strategies* are often categorized as cognitive, metacognitive and social/affective. Communication or language use strategies* are an important component of communicative competence. These include strategies used regularly by speakers of any language to enhance communication. They also include repair and compensation strategies, which are particularly important in the early stages of language learning if students are to engage in communicative activities before they have extensive knowledge of the language.


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Not all students acquire these strategies on their own. Most of them will benefit from explicit classroom instruction regarding language learning and language use strategies provided alongside instruction in the language itself. Once students are consciously aware of strategies, have practised using them, can select the most effective ones for a particular task, and can see the link between their own actions and their learning, they will be more motivated and more effective language learners.

### Building on Prior Knowledge

The constructivist theory of learning suggests that we learn by integrating new information or experiences into what we already know and have experienced. Students do this most effectively through active engagement with tasks that are meaningful to them, in authentic contexts, using actual tools. For this reason, the content and tasks around which lessons and units are structured should be chosen from within the areas of experience of students. For example, if students are involved and interested in a particular sport, a task can be chosen that links with this interest. The learning activities will build on their knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students will come to their language learning experience with different prior knowledge, even if they have similar cultural and socioeconomic backgrounds. Classroom activities that provide them with choice and flexibility allow students to make meaningful connections and to be actively involved in constructing their own learning.

### Transfer

In addition to knowledge about content, students will come to their international language class with a large body of useful knowledge about language, even if they have never spoken a word of the language being taught. They can transfer knowledge of their first language and other languages they know or are learning to their learning of the new language. However, their first language may also be a source of interference initially, as students try to apply generalizations that are valid for their dominant language to the new language they are learning. Students benefit from an awareness of differences as well as similarities in relation to any component of the language: the sound system, grammar structures, vocabulary, discourse* features. They may also transfer language learning and language use strategies from one language context to another.


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### Language Learning and Culture*

Intercultural competence* is an essential element of any language learning endeavour. Knowledge of the target culture alone is not sufficient. Cultures evolve over time. Minority cultures exist within the dominant culture in any society. If students develop the skills to analyze, understand for themselves and relate to any culture they may come in contact with, they will be prepared for encounters with cultural practices that have not been dealt with in class.

## THE CONCEPTUAL MODEL

The aim of the *Framework* is the development of communicative competence* in the specific international language.

### Four Components

For the purposes of this *Framework*, communicative competence is represented by four interrelated and interdependent components. The **Applications** component deals with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate. **Language Competence** addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts* appropriate to the situation in which they are used. **Global Citizenship** aims to develop intercultural competence, with a particular focus on cultures associated with the target language. The **Strategies** component helps students learn and communicate more effectively and more efficiently. Each of these components is described more fully at the beginning of the corresponding section of the *Framework*.

### Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

**Interaction** is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using such a medium as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to actively negotiate meaning: that is, making others understand and work to understand others. Interactive communication generally requires more speed but less accuracy than the other two modes.


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**Interpretation** is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

**Production** is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

## Topics and Domains

In the *Framework*, three domains—the personal, the public and the educational—are suggested as organizers to guide the choice of tasks. Appendix II contains a list of areas of experience under each of the three domains and a table showing how topics can be developed at different levels. The topics listed are not mandatory but are intended to provide a broad range of language learning experiences at every level. Choices should be guided by the needs, interests and daily experiences of the students.


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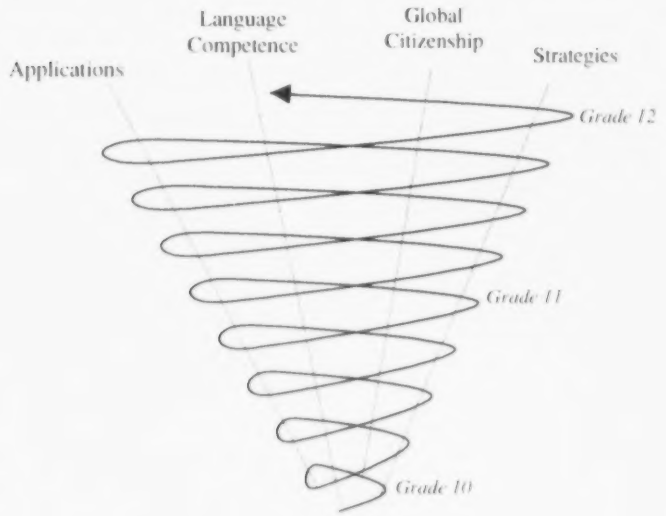
## A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical; e.g., increased proficiency, but also horizontal; e.g., broader range of applications and experience with more text forms[1], contexts and so on. The spiral also represents how language learning activities are best structured. Particular areas of experience, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is extended, reinforced and broadened each time a point is revisited.




[1] For a sample list of text forms, see Appendix IV.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## ORGANIZATION OF THE *FRAMEWORK*

### General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the *Common Curriculum Framework for International Languages* and are based on the conceptual model outlined above.

- Students will use the international language in a variety of **situations** and for a variety of **purposes**.
- Students will use the international language **effectively** and **competently**.
- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.
- Students will know and use strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in the *Framework* does not represent a sequential order, nor does it indicate the relative importance of each component. A jurisdiction may choose to emphasize or expand one component more than others in response to the needs and interests of its students.

### Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings that show the scope of each of the four general outcomes. These headings are shown as bullets in the table on the following page.

The specific outcomes are further categorized by strands that show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.


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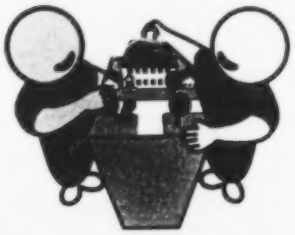
## Applications



Students will use the international language in a variety of **situations** and for a variety of **purposes**.

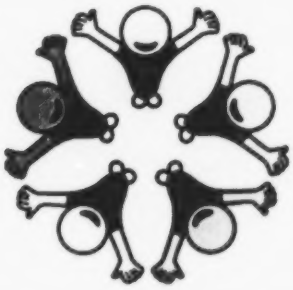
- to impart and receive information
- to express emotions and personal perspectives
- to get things done
- to form, maintain and change interpersonal relationships
- to extend their knowledge of the world
- for imaginative purposes and personal enjoyment

## Language Competence

Students will use the international language **effectively** and **competently**.

- attend to form
- interpret and produce oral texts
- interpret and produce written texts
- apply knowledge of the sociocultural context
- apply knowledge of how discourse is organized, structured and sequenced

## Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

- historical and contemporary elements of the culture
- affirming diversity
- personal and career opportunities

## Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

- language learning
- language use
- general learning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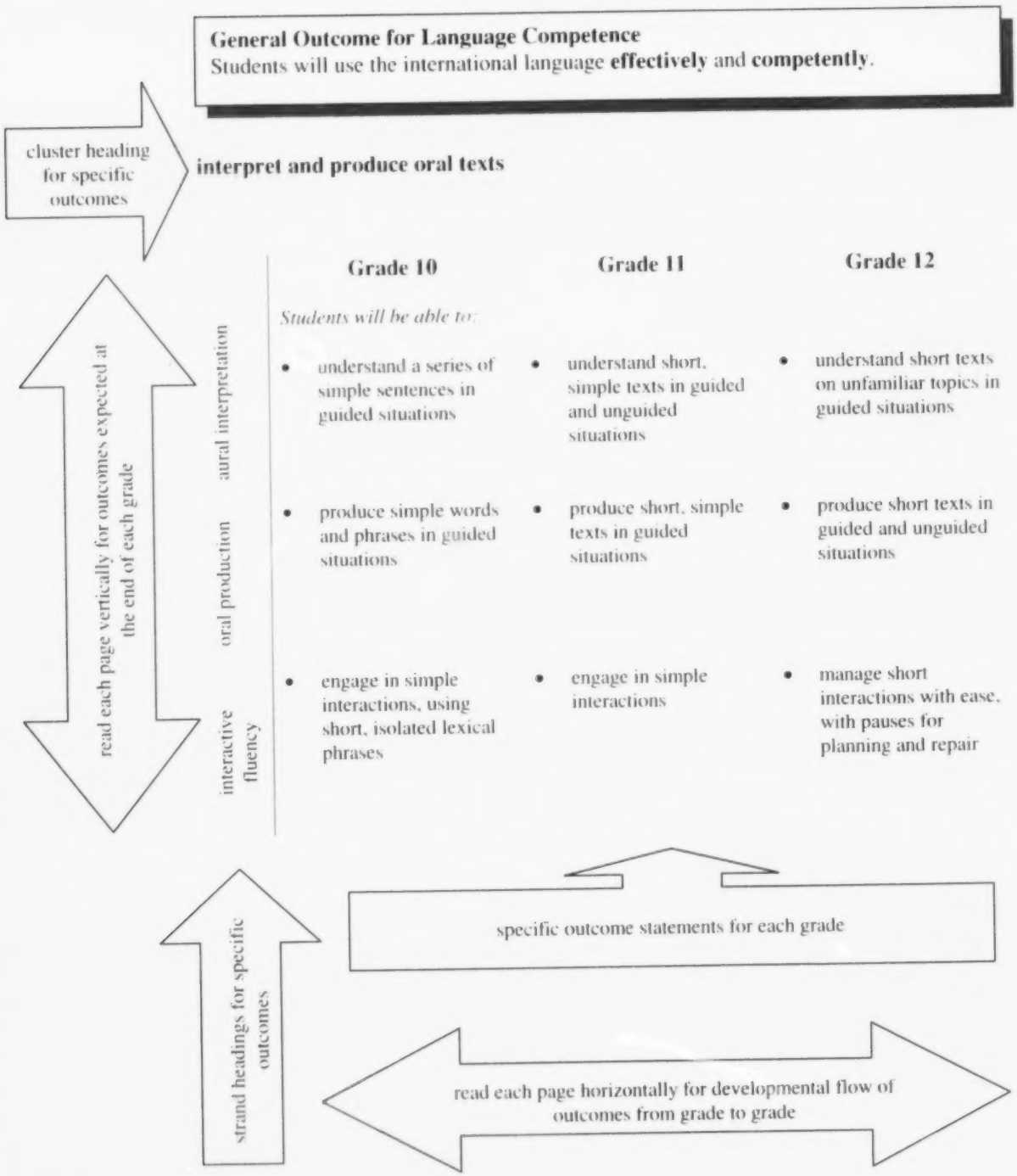
# Guide to Reading the *Framework*


General Outcome for Language Competence
Students will use the international language effectively and competently.
cluster heading for specific outcomes
interpret and produce oral texts
Grade 10
Grade 11
Grade 12
Students will be able to:
aural interpretation
oral production
interactive fluency
understand a series of simple sentences in guided situations
understand short, simple texts in guided and unguided situations
understand short texts on unfamiliar topics in guided situations
produce simple words and phrases in guided situations
produce short, simple texts in guided situations
produce short texts in guided and unguided situations
engage in simple interactions, using short, isolated lexical phrases
engage in simple interactions
manage short interactions with ease, with pauses for planning and repair
read each page vertically for outcomes expected at the end of each grade
strand headings for specific outcomes
specific outcome statements for each grade
read each page horizontally for developmental flow of outcomes from grade to grade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# THREE-YEAR PROGRAM (GRADE 10 TO GRADE 12)

This section provides specific outcomes for each grade of a three-level course of study, beginning with Grade 10 and ending with Grade 12. This course sequence is often labelled 10–20–30 or 15–25–35. The learning outcomes reflect not only the level of competence expected of students at any particular grade but also take into consideration the developmental levels of the students.


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The specific outcomes under the heading Applications deal with **what** the students will be able to do with the language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate. This functional competence,* also called actional competence* by Celce-Murcia, Dörnyei, Thurrell 1995, is important for a content-based* or task-based* approach to language learning where students are constantly engaged in meaningful tasks.

The functions are grouped under six cluster headings—see the illustration on the following page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by strand headings at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways; e.g., "This is my dog." As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence* have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled "manage group actions" has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading "to extend their knowledge of the world" will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the second language.

The level of linguistic, sociolinguistic* and discourse competence* that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the application outcomes must be read in conjunction with the language competence outcomes.


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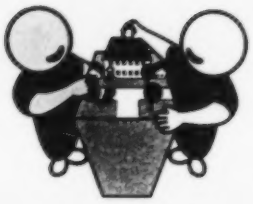

# Applications

to express emotions and personal perspectives

to impart and receive information

to get things done

**Students will use the international language in a variety of situations and for a variety of purposes.**

to form, maintain and change interpersonal relationships

for imaginative purposes and personal enjoyment

to extend their knowledge of the world


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**General Outcome for Applications**
Students will use the international language in a variety of **situations** and for a variety of **purposes**.

## to impart and receive information

| | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| | *Students will be able to:* | | |
| share factual information | • identify concrete people, places, things<br>• ask for and provide basic information<br>• respond to simple, predictable questions | • ask for and provide information on a range of familiar topics<br>• describe people, places, things and series or sequences of events or actions | • provide information on several aspects of a topic; e.g., give a simple report<br>• understand and use definitions, comparisons, examples |

## to express emotions and personal perspectives

| | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| | *Students will be able to:* | | |
| share ideas, thoughts, opinions, preferences | • express a personal response and simple preferences<br>• identify favourite people, places or things | • express a personal response to a variety of situations<br>• inquire about and express likes and dislikes<br>• record and share thoughts and ideas with others | • inquire about and express agreement and disagreement, approval and disapproval, interest or lack of interest, satisfaction and dissatisfaction |
| share emotions, feelings | • respond to and express emotions and feelings<br>• identify emotions and feelings | • inquire about, express, and respond to a variety of emotions and feelings<br>• record and share personal experiences involving an emotion or feeling | • inquire about and express emotions and feelings in a variety of familiar contexts<br>• compare the expression of emotions and feelings in a variety of informal situations |


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**General Outcome for Applications**
Students will use the international language in a variety of **situations** and for a variety of **purposes.**

**to get things done**

| | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| | *Students will be able to:* | | |
| guide actions of others | • indicate basic needs and wants<br>• give and respond to simple oral instructions or commands<br>• suggest a course of action, respond to a suggestion | • make and respond to a variety of simple requests<br>• seek, grant or withhold permission<br>• relay simple messages<br>• encourage or discourage others from a course of action<br>• give and follow a simple sequence of instructions | • make and respond to suggestions in a variety of situations<br>• give and respond to advice and warnings |
| state personal actions | • respond to offers, invitations, instructions<br>• ask or offer to do something<br>• indicate choice from among several options | • express a wish or a desire to do something<br>• make an offer, and an invitation, and respond to offers and invitations made by others<br>• inquire about and express ability and inability to do something | • state personal actions in the past, present or future<br>• make a promise and express intention in a variety of situations |
| manage group actions | • manage turn taking<br>• encourage other group members to act appropriately<br>• ask for help or clarification of what is being said or done in the group | • suggest, initiate or direct action in group activities<br>• encourage other group members to participate<br>• assume a variety of roles and responsibilities as group members<br>• negotiate in a simple way with peers in small group tasks<br>• offer to explain or clarify | • check for agreement and understanding<br>• express disagreement in an appropriate way<br>• express appreciation, enthusiasm, support and respect for contributions of others |


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**General Outcome for Applications**
Students will use the international language in a variety of **situations** and for a variety of **purposes**.

**to extend their knowledge of the world**

| | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| | *Students will be able to:* | | |
| discover and explore | • investigate the immediate environment | • make and talk about personal observations<br>• explore classification systems and criteria for categories<br>• discover relationships and patterns | • ask questions to gain knowledge and clarify understanding<br>• explore meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing |
| gather and organize information | • gather simple information<br>• organize items in different ways<br>• sequence items in different ways | • record and share personal knowledge of a topic<br>• compare and contrast items in simple ways<br>• compose questions to guide research<br>• identify sources of information<br>• record observations | • gather information from a variety of resources<br>• organize and manipulate information; e.g., transform information from texts into other forms, such as tables, diagrams, story maps, flow charts |
| solve problems | • experience problem-solving situations in the classroom<br>• choose between alternative solutions | • recognize and describe a problem, then propose solutions<br>• understand and use the steps in the problem-solving process | • describe and analyze a problem, then propose solutions<br>• generate and evaluate alternative solutions to problems |
| explore opinions and values | • listen attentively to the opinions expressed<br>• respond sensitively to the ideas and products of others<br>• make connections between behaviour and values | • express their views on a variety of topics within their direct experience<br>• gather opinions on a topic within their direct experiences<br>• recognize differences of opinion | • explore how values influence behaviour; e.g., describe characters and their motivations in a story<br>• provide reasons for their position on an issue |


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**General Outcome for Applications**
Students will use the international language in a variety of **situations** and for a variety of **purposes**.

## for imaginative purposes and personal enjoyment

*Students will be able to:*

| | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| humour/fun | • use the language for fun; e.g., learn simple riddles, jingles and humorous songs | • use the language for fun and to interpret humour; e.g., simple, amusing texts | • use the language for fun and to interpret and express humour; e.g., interpret figures of speech literally, using illustrations or short skits |
| creative/aesthetic purposes | • use the language creatively | • use the language creatively and for aesthetic purposes, e.g., write poems based on simple, repetitive and modelled language | • use the language creatively and for aesthetic purposes |
| personal enjoyment | • use the language for personal enjoyment; e.g., listen to favourite music | • use the language for personal enjoyment; e.g., listen to favourite songs in the target language, play games alone or with friends | • use the language for personal enjoyment; e.g., find a personal pen pal and exchange letters |

## to form, maintain and change interpersonal relationships

*Students will be able to:*

| | | | |
|---|---|---|---|
| manage personal relationships | • exchange greetings and farewells<br>• address a new acquaintance, and introduce themselves<br>• exchange some basic personal information; e.g., name, age<br>• initiate relationships | • apologize and refuse politely<br>• talk about themselves, and respond to the talk of others by showing attention and interest<br>• make and break social engagements | • initiate and participate in casual exchanges with classmates<br>• use routine means of interpersonal communications; e.g., telephone calls, personal notes, e-mail messages |


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**Language competence** is a broad term that includes linguistic or grammatical competence,* discourse competence,* sociolinguistic or sociocultural competence,* and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the following page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to form," there is a strand for phonology* (pronunciation, stress, intonation), orthography* (spelling, mechanical features), lexicon* (vocabulary words and phrases) and grammar (syntax* and morphology*).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.


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# Language Competence

interpret and produce oral texts

interpret and produce written texts

attend to form

**Students will use the international language effectively and competently.**

apply knowledge of how discourse is organized, structured and sequenced

apply knowledge of the sociocultural context


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**General Outcome for Language Competence**
Students will use the international language **effectively** and **competently**.

**attend to form**

| | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| | *Students will be able to:* | | |
| phonology* | • pronounce* some common words and phrases comprehensibly<br>• use intonation to express meaning<br>• distinguish particular sounds of the language | • use comprehensible pronunciation, stress and intonation when producing familiar words or phrases<br>• recognize some of the effects that intonation and stress have in different situations | • approximate the pronunciation of unfamiliar words<br>• identify and reproduce some critical sound distinctions that are important for meaning |
| orthography* | • be aware of how text is oriented<br>• recognize and name some elements of the writing system<br>• write words of personal significance | • recognize and use some basic spelling patterns<br>• recognize and use some basic mechanical conventions*; e.g., capitalization, punctuation | • apply some common spelling rules<br>• consistently use basic spelling patterns in writing familiar words and phrases |
| lexicon* | • associate words in the language with the corresponding object, action or notion<br>• recognize and use a repertoire of isolated words and set phrases in familiar contexts | • combine learned words and phrases to fulfill some simple purposes<br>• experiment with and use a variety of words and expressions in familiar contexts | • use a variety of words and expressions in familiar contexts<br>• recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea |
| grammar | • recognize and imitate some basic grammatical structures in simple sentences | • identify and use a variety of basic grammatical structures | • identify and use, with reasonable accuracy, a variety of basic grammatical structures<br>• explore grammar, by combining and manipulating learned grammatical structures |


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**General Outcome for Language Competence**
Students will use the international language **effectively** and **competently**.

**interpret and produce oral texts**

| | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| | *Students will be able to:* | | |
| aural interpretation | • understand a series of simple sentences in guided situations | • understand short, simple texts in guided and unguided situations | • understand short texts on unfamiliar topics in guided situations |
| oral production | • produce simple words and phrases in guided situations | • produce short, simple texts in guided situations | • produce short texts in guided and unguided situations |
| interactive fluency | • engage in simple interactions, using short, isolated lexical phrases* | • engage in simple interactions | • manage short interactions with ease, with pauses for planning and repair |


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**General Outcome for Language Competence**
Students will use the international language **effectively** and **competently**.

**interpret and produce written texts**

| | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| | *Students will be able to:* | | |
| written interpretation | • understand a series of simple sentences in guided situations | • understand short, simple texts in guided and unguided situations | • understand short texts on unfamiliar topics in guided situations |
| written production | • produce simple words and phrases in guided situations | • produce short, simple texts in guided situations | • produce short, simple texts in guided and unguided situations |
| viewing | • derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations | • derive meaning from the visual elements of a variety of media in guided and unguided situations | • derive meaning from multiple visual elements in a variety of media in guided situations |
| representing | • use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations | • express meaning through the use of visual elements in a variety of media in guided and unguided situations | • express meaning through the use of multiple visual elements in a variety of media in guided situations |


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**General Outcome for Language Competence**
Students will use the international language **effectively** and **competently**.

**apply knowledge of the sociocultural context**

| | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| | *Students will be able to:* | | |
| register* | • respond to tone of voice<br>• distinguish between formal and informal situations | • recognize that some topics, words or intonations are inappropriate in certain contexts<br>• use formal and informal language in familiar situations | • identify socially appropriate language in specific situations<br>• explore formal and informal uses of language in a variety of contexts |
| idiomatic expressions* | • understand and use some simple idiomatic expressions as set phrases | • use learned idiomatic expressions to enhance communication | • recognize some common regional variations in language<br>• use learned idiomatic expressions in a variety of contexts |
| variations in language* | • experience a variety of voices<br>• acknowledge individual differences in speech | • accept individual differences in speech<br>• experience a variety of accents, variations in speech and regional variations in language | • recognize some common regional variations in language<br>• recognize other influences resulting in variations in language; e.g., age, gender, social class |
| social conventions* | • imitate simple routine social interactions<br>• use basic social expressions appropriate to the classroom<br>• use basic politeness conventions | • use appropriate oral forms of address for people frequently encountered<br>• recognize verbal behaviours that are considered impolite<br>• recognize simple social conventions in informal conversation | • recognize important social conventions in everyday interactions, e.g., bowing or shaking hands<br>• interpret the use of social conventions encountered in oral and written texts |
| nonverbal communication* | • understand the meaning of and imitate some common nonverbal behaviours used in the target culture<br>• experiment with using some simple nonverbal means of communication | • recognize that some nonverbal behaviours may be inappropriate in certain contexts<br>• recognize and use appropriate nonverbal behaviours in a variety of familiar contexts; e.g., eye contact | • use appropriate nonverbal behaviours in a variety of familiar contexts; e.g., interpersonal space and physical contact<br>• recognize nonverbal behaviours that are considered impolite; e.g., eye contact, touching, sounds |


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**General Outcome for Language Competence**
Students will use the international language **effectively** and **competently**.

**apply knowledge of how discourse is organized, structured and sequenced**

| | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| | *Students will be able to:* | | |
| cohesion/coherence* | • sequence elements of a simple story, process or series of events<br>• link words or groups of words in simple ways; e.g., using words like *and, then* | • link several sentences coherently; e.g., on a single theme<br>• use common conventions to structure texts; e.g., titles, paragraphs | • organize texts, using common patterns; e.g., cause and effect, straightforward time sequencing<br>• interpret simple references within texts; e.g., pronouns, demonstratives<br>• organize texts to indicate steps in a procedure or directions to follow |
| text forms* | • experience a variety of oral text forms<br>• recognize some simple oral and written text forms; e.g., lists, letters, stories, songs | • recognize a variety of oral and written text forms; e.g., recipes, invitations, messages<br>• use some simple text forms in their own productions; e.g., maps, questionnaires | • recognize a variety of text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals<br>• analyze and identify the organizational structure of a variety of text forms; e.g., folk tales, newspaper articles, instructions for a game |
| patterns of social interaction | • initiate and respond to social interaction patterns; e.g., question–answer | • use simple conventions to open and close conversations and to manage turn taking<br>• initiate interactions, and respond using a variety of social interaction patterns; e.g., statement–agreement/disagreement–reaction | • initiate interactions, and respond using a variety of social interaction patterns; e.g., routine telephone calls |


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The learning outcomes for Global Citizenship deal with the development of intercultural competence,* encompassing some of the knowledge, skills and attitudes needed to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the following page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading "historical and contemporary elements of the culture,"* there are strands for accessing/analyzing cultural knowledge, knowledge of the culture, applying cultural knowledge, diversity within the culture and valuing the culture.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of additional cultures. Rather than simply try to develop a bank of knowledge about the culture, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The "affirming diversity" heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.


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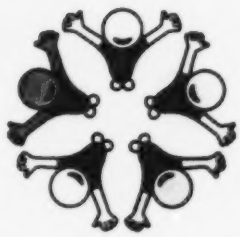
# Global Citizenship



historical and contemporary elements of the culture

affirming diversity

**Students will acquire the knowledge, skills and attitudes to be effective global citizens.**

personal and career opportunities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**General Outcome for Global Citizenship**
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**historical and contemporary elements of the culture**

| | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| | *Students will be able to:* | | |
| accessing/analyzing cultural knowledge | • ask questions, using their first language, about elements of the culture experienced in class<br>• make observations of the culture | • seek out information about the culture from authentic sources<br>• compare and make connections between some elements of the culture being studied with their own | • formulate questions about elements of the culture; e.g., patterns of behaviour or interaction typical of people their own age<br>• use basic research skills to find out about the culture |
| knowledge of the culture | • participate in activities and experiences that reflect elements of the culture | • participate in activities and experiences that reflect elements of the culture<br>• identify some things they have in common with people their own age who live in the culture<br>• explore some elements of the culture | • explore and identify some elements of the culture; e.g., key historical events and their influence on contemporary ways of life and cultural values |
| applying cultural knowledge | • identify elements of the culture in the classroom, school and community | • identify commonalities and differences between the culture being studied and their own; apply knowledge of the culture to interpret these commonalities and differences | • apply knowledge of elements of the culture in interactions with people and texts, and to interpret cultural behaviour that is different from their own |
| diversity within the culture | • experience diverse elements of the culture<br>• identify some elements that reflect diversity within the culture | • identify commonalities and differences among diverse groups within the culture; apply knowledge of the culture to interpret these commonalities and differences | • apply knowledge of diverse elements of the culture in interactions with people and texts; e.g., ethnic or religious minorities |
| valuing the culture | • participate in cultural activities and experiences | • participate in cultural activities and experiences<br>• identify similarities between themselves and people of the culture being studied<br>• express an interest in finding out about people their own age who speak the language being learned | • express empathy for those whose cultural behaviour is different from their own<br>• choose to participate in and contribute to activities and experiences that reflect the culture |


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**General Outcome for Global Citizenship**
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**affirming diversity**

| | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| | *Students will be able to:* | | |
| awareness of first language | • identify similarities between their first language and the language being learned | • identify similarities and differences between their first language and the language being learned; e.g., different social conventions | • compare oral and written aspects of their first language and the language being learned<br>• identify some words in their first language that have been borrowed |
| general language knowledge | • explore the variety of languages spoken by those around them<br>• identify differences and similarities between words and writing systems from different languages within their personal experience | • describe ways that languages can be taught and learned<br>• recognize that, within any linguistic group, individuals use language in personal ways<br>• recognize that in any language there are different words for the same thing | • recognize that languages can be grouped into families based on common origins<br>• identify how and why languages borrow from one another |
| awareness of own culture | • explore and recognize similarities between their own culture and other cultures | • make connections between individuals or situations in texts and their own personal experiences<br>• recognize and identify similarities and differences between their own culture and other cultures | • identify some influences on the development of their personal identity<br>• identify shared references and the different connotations attached to them in their own culture and the target culture |
| general cultural knowledge | • participate in activities and experiences that reflect elements of different cultures<br>• recognize that a variety of cultural practices are followed by their classmates and different groups in their community | • recognize that culture is expressed through a variety of forms<br>• recognize that speakers of the same language may come from different cultural backgrounds<br>• recognize some of the factors that affect the culture of a particular region | • recognize that within any culture there are important differences in the way people speak and behave<br>• recognize some of the factors that affect the culture of a particular region |
| valuing diversity | • work and interact with others who are different | • engage in activities that reflect other ways of doing things or other perspectives<br>• identify the limitations of adopting a single perspective | • demonstrate curiosity about other languages and cultures<br>• recognize and acknowledge different perspectives |
| intercultural skills | • adapt to new situations<br>• listen with attention to the opinions of others<br>• initiate and maintain new relationships | • reflect on their actions and the consequences of their actions for others<br>• explore how their perspective is shaped by a variety of factors | • explore representations of their own culture as seen from the outside<br>• identify and make use of institutions that facilitate contact with other countries and cultures |


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**General Outcome for Global Citizenship**
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**personal and career opportunities**

| | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| | *Students will be able to:* | | |
| the specific international culture and language | • suggest some reasons for learning the specific international language | • identify some personal uses they have made of their knowledge of the specific international language and culture<br>• identify some careers for which knowledge of international languages is useful<br>• identify some places that they could visit where the language being learned is spoken | • identify aspects of the history, literature, arts and crafts of the culture that are of personal interest<br>• identify some careers that use knowledge of the specific international language |
| cultural and linguistic diversity | • suggest some reasons for learning an additional language<br>• suggest some reasons for participating in activities and experiences that reflect elements of different cultures | • identify some personal uses they have made of their knowledge of different languages and cultures<br>• identify some careers for which knowledge of different languages and cultures is useful<br>• identify some countries where there is significant linguistic and cultural diversity | • identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest<br>• identify some careers that use knowledge of international languages and cultures, and intercultural skills |


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Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence* has long been recognized as an important component of communicative competence, although early models identified mainly the compensation and repair strategies important in the early stages of language learning when proficiency is low. The learning outcomes that follow deal with strategies for language learning,* language use* in a broad sense, as well as general learning strategies that help students acquire content. The language use strategies encompass not only compensation and repair strategies, but also strategies used by effective speakers of any language to enhance their communication. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the following page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. The strategies described in the learning outcomes are **only examples** that give an idea of the kinds of strategies from which students of that age and that level of proficiency might benefit.

A global list of the strategies mentioned in the specific outcomes can be found in Appendix III of this document. Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.


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# Strategies

language learning

language use

**Students will know and use strategies to maximize the effectiveness of learning and communication.**

general learning


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**General Outcome for Strategies**
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

## language learning

*Students will be able to:*

| | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| cognitive | • use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud | • identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things—vocabulary, structures—with similar characteristics, identify similarities and differences between aspects of the language being learned and their own language | • select and use a variety of cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones, either in the language being learned or in their own language |
| metacognitive | • use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language | • identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, reading and writing process, check copied writing for accuracy | • select and use a variety of metacognitive strategies to enhance language learning; e.g., evaluate their own performance of comprehension at the end of a task, keep a learning log |
| social/affective | • use simple social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of a friend to interpret a text | • identify and use a variety of social and affective strategies to enhance language learning; e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression, note their acceptance or nonacceptance by more experienced speakers | • select and use a variety of social and affective strategies to enhance language learning; e.g., use self-talk to make themselves feel competent to do the task |


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**General Outcome for Strategies**
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**language use**

*Students will be able to:*

| | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| interactive | • use simple interactive strategies with guidance; e.g., indicate lack of understanding verbally or nonverbally | • identify and use a variety of interactive strategies; e.g., assess feedback from a conversation partner to recognize when a message has not been understood | • select and use a variety of interactive strategies; e.g., invite others into the discussion, ask for confirmation that a form used is correct |
| interpretive | • use simple interpretive strategies with guidance; e.g., use illustrations to aid reading comprehension | • identify and use a variety of interpretive strategies; e.g., use knowledge of the sound–symbol system to aid reading comprehension | • select and use a variety of interpretive strategies; e.g., prepare questions or a guide to note down information found in the text |
| productive | • use simple productive strategies with guidance; e.g., copy what others say or write, use words that are visible in the immediate environment | • identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences | • select and use a variety of productive strategies; e.g., use resources to increase vocabulary |


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**General Outcome for Strategies**
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

## general learning

*Students will be able to:*

| | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| cognitive | • use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning | • identify and use a variety of cognitive strategies to enhance general learning; e.g., write down key words and concepts in abbreviated form | • select and use a variety of cognitive strategies to enhance general learning; e.g., distinguish between fact and opinion when using a variety of sources of information |
| metacognitive | • use simple metacognitive strategies to enhance general learning; e.g., discover how their efforts can affect their learning | • identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task | • select and use a variety of metacognitive strategies to enhance general learning; e.g., manage the physical environment in which they have to work |
| social/affective | • use simple social and affective strategies to enhance general learning; e.g., seek help from others | • identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try even though they might make mistakes | • select and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks |


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When using this *Framework* to develop curricula for specific international languages, a number of factors need to be considered at the curriculum development stage:

- the amount of **time** available for instruction
- the **entry level** of the programming
- the students' **prior knowledge** of and experience with the language, and the skills they have developed as a result
- the **nature of the language** being learned, and, particularly, how different it is from the language or languages with which the students are already familiar.

Other factors need consideration later when the curricula that have been developed are ready to be implemented.

- **support** for the international language in the school, among parents and in the community at large
- the skill and knowledge of the **teacher**
- how classes are **scheduled** on a weekly and yearly basis
- the choice of **topics and tasks**
- the **resources** used for learning activities
- the **language of instruction**
- how **multi-grade groupings** are handled
- the **assessment and evaluation** strategies used
- the opportunities for **real-life applications** of language learning.

## CURRICULUM DEVELOPMENT ISSUES

When using the *Framework* to develop a curriculum for a specific international language, the context in which the language will be taught should be taken into consideration. The following are some guidelines for adjusting the information in this document to suit local circumstances.

### Time

The amount of time allocated to the study of an international language may vary. The *Framework* was designed on the basis of the following time allocations:

- 125 hours per grade at the senior high school level (Grade 10 to Grade 12).


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## Entry Level

The debate over whether it is better to begin learning a second language at an early age or to wait until students are more mature has not been resolved. There is, however, some evidence in support of starting second language learning early. Students have a greater exposure to the language over time and develop more native-like pronunciation. Although the increased cognitive abilities of older students may, in part, compensate for the reduced amount of time spent on language learning in the case of late entry, students cannot be expected to attain the same level of skill and knowledge as those who begin in lower grades.

## Prior Knowledge

The *Framework* assumes that the students will have limited or no previous knowledge of the specific international language. In situations where the majority of students do have previous knowledge of the international language, schools may offer an accelerated program or assess students and plan courses that suit their particular needs. In situations where there is a mix of levels in one grade, students should be assessed and activities planned to meet their individual language learning needs.

Students who already have a second language, particularly one that is related to the language being studied, can be expected to learn additional languages more quickly and easily than those beginning their study of a second language. For example, English-speaking students enrolled in French immersion, who are beginning the study of Spanish in Grade 10, will probably progress more quickly in that language than students beginning Spanish with no other experience of a second language.

## Nature of the Language

The *Framework* is designed to be used to develop curriculum for any language. However, the amount of time and practice needed to attain comparable performance outcomes will vary from language to language. All other variables being equal, students will take longer to learn a language that is very different from their first language.

Some curriculum writers may have to adjust the learning outcomes to take into consideration the difficulty of the specific international language for English speakers. In particular, expectations may need to be adjusted to reflect the dissimilarity between the written form of the specific international language and that of English.


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## IMPLEMENTATION ISSUES

Once the curriculum for the specific international language has been developed and is ready to be implemented, a number of decisions remain to be made about how the program will be staffed and administered. The following are some guidelines for making these decisions.

### Community Support

Successful international language programming is dependent on the support of all the partners in education. It is critical, however, to have the active involvement of:

- the administration and staff of the school
- parents of the students enrolled
- members of the community at large, particularly those who speak the language being taught.

### Teachers

A communicative approach to second language teaching, which uses content based on the interests and experiences of the students, demands a broad range of teacher knowledge and skills both in the international language and in second language pedagogy.

Teachers need to be proficient in the language being taught, and have training and experience in a variety of current approaches to second language teaching, including the communicative approach. In addition, teachers will benefit from experience and expertise in:

- responding to diversity in the classroom and using multilevel groupings
- cooperative learning and student-centred learning
- multimedia and computer-assisted learning
- resource-based language learning.

Teachers also need to demonstrate willingness to engage in professional development in order to maintain or improve their fluency in the language and keep their teaching skills current.

### Scheduling

International language courses should be scheduled to ensure maximum continuity of exposure to the language. If students lose contact with the language for long periods of time, whether on a weekly or a yearly basis, time is lost reviewing previously learned material that has been forgotten. Students benefit from using the language on a daily basis.


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## Choice of Topics and Tasks

In the *Framework*, three domains—the personal, the public and the educational—are suggested as organizers to guide the choice of tasks. Appendix II contains a list of areas of experience under each of the three domains and a table showing how topics can be developed at different levels. The topics listed are not mandatory but are intended to encourage teachers to provide a broad range of language learning experiences at every level. Choices should be guided by the needs, interests and daily experiences of the students.

## Resources

Planning lessons and assembling resources for a task-based language course means more than finding a good text with an accompanying workbook and listening tapes. As much as possible, students should work with all kinds of authentic documents; that is, documents that were designed for speakers of the language in question rather than for the purpose of second language teaching. These documents should also be appropriate for the age and the developmental level of the students. Activities should reflect the principles outlined in the Effective Language Learning section of this document.

## Language of Instruction

It is expected that the international language will be used for instruction in order to maximize exposure to the language. Learners will sometimes use their first language, especially in the early stages of learning, but will gradually move to the second language as they gain more skill and knowledge. There may be some situations where a few minutes of class time will be spent using the students' first language for reflection on the learning process.

## Multigrade Groupings

In some situations, students from two or more grades may have to be combined into one international language class. By organizing the classroom activities around a task or a content-related project, students of different ages and different levels of ability can be accommodated in a single classroom. Although all students will be working on the same task or project, expectations will be different for each grade or subgroup. Careful planning from year to year will ensure that students experience a variety of learning activities on a broad range of topics.


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## Assessment and Evaluation

Language learning that is task-based and student-centred cannot adequately be assessed by traditional grammar quizzes or even structured oral interviews. Teachers need to use a variety of authentic assessment strategies, such as:

- observation checklists
- rating scales
- anecdotal records
- communicative tests
- portfolios
- self-assessment
- peer and group assessment
- performance profiles.

## Real-life Applications

Students will be more successful language learners if they have opportunities to use the language for authentic communication in a broad range of contexts. The *Framework* supports and encourages the real-life application of language learning through meaningful contact with fluent speakers of the specific international language.

Language programs being taught in a "foreign language" context, in other words, with no language community immediately available, can make use of authentic materials, electronic communications and multimedia resources to support language learning. They can also facilitate student participation in exchanges; within Canada or abroad; language camps or immersion experiences; field trips; or longer excursions. Schools or communities can be twinned, pen pals arranged or visitors invited into the school.


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# APPENDIX II: AREAS OF EXPERIENCE

## PERSONAL

FAMILY (EXTENDED)
- roles and responsibilities
- special events and family celebrations

HOME
- rooms and furnishings

SELF
- physical
  - body
  - clothing
- emotional

FRIENDS
- relationships
- shared activities

DAILY ACTIVITIES
- routines and chores
- meals
- family traditions

LEISURE ACTIVITIES
- sports
- hobbies
- music

## PUBLIC

COMMERCIAL TRANSACTIONS AND BUSINESS
- shopping
- restaurants
- services

TRAVEL
- daily
- vacations

OCCUPATIONS
- trades
- professions
- careers

MASS MEDIA
- television
- newspapers and magazines
- Internet

ARTS AND ENTERTAINMENT
- professional sports
- theatre, dance, films
- music performances
- visual arts and design

INSTITUTIONS
- government, churches, schools
- public celebrations
- business and industry

CIVIC RESPONSIBILITIES
- conservation
- charitable activities

## EDUCATIONAL

HUMANITIES
- literature
- arts

SOCIAL SCIENCES
- geography
- history
- social issues

NATURAL SCIENCES AND MATHEMATICS
- weather and climate
- animals and plants
- technology
- inventions
- money
- ecology and the environment
- outer space

HEALTH AND PHYSICAL EDUCATION
- physical activity
- nutrition
- public health issues


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## Areas of Experience: Example of Distribution by Grades

| | Personal | Public | Educational |
|---|---|---|---|
| **K–3** | My family<br>My home<br>My body<br>Clothing for each season<br>Games and songs<br>Favourite foods<br>My birthday | Going shopping<br>Going on vacation<br>Jobs people do<br>Being a good neighbour<br>Holidays and festivals<br>Around school | Stories and rhymes<br>Today's weather<br>Domestic/wild animals<br>Counting things<br>Songs and dances<br>Sports and games |
| **4–6** | My family tree<br>Helping at home<br>My room<br>Friends<br>My hobbies and pastimes<br>Happy and sad<br>Favourite times of the year | Public transport<br>What's on TV?<br>My community<br>People who help others<br>Going to the doctor | Caring for pets<br>Food and nutrition<br>Maps and plans<br>Making things grow<br>Spatial relationships<br>Making music/art |
| **7–9** | Family traditions<br>Fashion<br>Peer pressure<br>Extracurricular activities<br>Cooking at home | Going out (restaurants, movies, sports, shows)<br>Emergencies<br>Cartoons and comics<br>Community service<br>Summer holidays | Healthy living<br>Space travel<br>Helping the environment<br>Peoples that make up Canada<br>Short stories and poems<br>The arts around the world<br>How much will it cost? |
| **10–12** | Family relationships<br>Special friends<br>Personal identity and style<br>Leisure time | Career options<br>Getting information<br>Consumerism<br>Media<br>Public institutions<br>Travel | Literature and the arts<br>Personal finances<br>Technology<br>Peace and human rights<br>Responsible citizenship<br>Lifelong fitness |


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## LANGUAGE LEARNING STRATEGIES

### Cognitive

*Students will:*

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express their meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of the language being learned and their own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in the language being learned or in their own language
- find information, using reference materials like dictionaries, textbooks and grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function


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## Metacognitive

*Students will:*

- check copied writing for accuracy
- make choices about how they learn
- rehearse or role play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate their own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition and identify one or more they consider particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable them to cope with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor their own speech and writing to check for persistent errors
- be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly

## Social/affective

*Students will:*

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers


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- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in conversations in which they participate, and make use of the new words as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, and get feedback on tasks
- provide personal motivation by arranging rewards for themselves when successful

## LANGUAGE USE STRATEGIES

### Interactive

*Students will:*

- use words from their first language to get their meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in the second language
- acknowledge being spoken to
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally; e.g., "Pardon," "Sorry," "I didn't understand," raised eyebrows, blank look
- ask for clarification or repetition when they do not understand; e.g., "What do you mean by …?", "Could you say that again, please?"
- use other speakers' words in subsequent conversation
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down; e.g., "What I'm trying to say is …"
- use a simple word similar to the concept they want to convey, and invite correction; e.g., "fish" for "trout"
- invite others into the discussion
- ask for confirmation that a form used is correct; e.g., "Can you say that?"
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., "Well, actually …," "Where was I?"
- use circumlocution to compensate for lack of vocabulary; e.g., "the thing you hang clothes on" for "hanger"
- repeat part of what someone has said to confirm mutual understanding; e.g., "So what you are saying is …"
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., "Am I making sense?"
- use suitable phrases to intervene in a discussion; e.g., "Speaking of …"
- self-correct if errors lead to misunderstandings; e.g., "What I mean to say is …"


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## Interpretive

*Students will:*

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand, and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what they expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meaning of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess their own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

## Productive

*Students will:*

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing their own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)


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- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing their own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

## GENERAL LEARNING STRATEGIES

### Cognitive

*Students will:*

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what they already know with what they are learning
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which their inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

### Metacognitive

*Students will:*

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how their efforts can affect their learning
- reflect upon their thinking processes and how they learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks


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- make a plan in advance about how to approach a task
- identify their own needs and interests
- manage the physical environment in which they have to work
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating their own work
- work with others to monitor their own learning
- take responsibility for planning, monitoring and evaluating learning experiences

### Social/affective

*Students will:*

- watch others' actions and copy them
- seek help from others
- follow their natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- encourage themselves to try, even though they might make mistakes
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks: e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- monitor their level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities


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# APPENDIX IV: SAMPLE LIST OF TEXT FORMS

### Written Texts

- Advertisements
- Biographies and autobiographies
- Brochures, pamphlets and leaflets
- Catalogues
- Dictionary and grammar items
- Encyclopedia entries
- Folk tales and legends
- Forms
- Instructions and other "how to" texts
- Invitations
- Journals, diaries and logs
- Labels and packaging
- Letters—business and personal
- Lists, notes, personal messages
- Maps
- Menus
- Newspaper and magazine articles
- Plays
- Poetry
- Programs
- Questionnaires
- Recipes
- Reports and manuals
- Short stories and novels
- Signs, notices, announcements
- Stories
- Textbook articles
- Tickets, timetables and schedules

### Oral Texts

- Advertisements
- Announcements
- Ceremonies—religious and secular
- Debates
- Formal and informal conversations
- Interviews
- Lectures
- Messages
- Oral stories and histories
- Plays and other performances
- Reports and presentations
- Songs and hymns
- Telephone conversations

### Multimedia Texts

- Comic strips
- Computer and board games
- Movies and films
- Slide/tape and video presentations
- Television programs
- Web sites


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**Actional competence** — See "communicative competence."

**Cohesion and coherence** — Cohesion and coherence are two important elements of discourse competence—see below. Cohesion in a discourse sequence is created by many words or phrases that link one part of the text to another. Coherence is more concerned with the large structure of texts: a single theme or topic, the sequencing or ordering of the sentences, and the organizational pattern; e.g., temporal sequencing, cause and effect, condition and result. Texts that are cohesive and coherent are easier to interpret.

**Communicative competence** — The model of communicative competence adopted in this document is roughly based on the models of Canale and Swain (1980), and Celce-Murcia, Dörnyei and Thurrell (1995), but it includes insights from a number of other researchers including Byram (1997), Bachman (1990) and Cohen (1998). It includes the following components:

**Grammatical competence** is defined by Savignon (1983) as "mastery of the linguistic code, the ability to recognize the *lexical, morphological, syntactic*, and *phonological* features of a language and to manipulate these features to form words and sentences" (p. 37). These elements of communicative competence are developed in the Language Competence component under the cluster heading "attend to form." Following Celce-Murcia, Dörnyei and Thurrell (1995), *orthography* has been added in the *Framework*.

**Discourse competence** "is the ability to interpret a series of sentences or utterances in order to form a meaningful whole and to achieve coherent texts that are relevant to a given context" (Savignon 1983, p. 40). It involves understanding and being able to use words and grammatical functions to make connections between elements of a text so that the text forms a meaningful whole.

Some examples of these words and grammatical functions are noun–pronoun references; relative pronouns; conjunctions, such as *but, and, so*; and words and phrases, such as *therefore, afterward, on the other hand, besides, for example*. Discourse competence is developed in the Language Competence component under the cluster heading "apply knowledge of how discourse is organized, structured and sequenced."

**Sociolinguistic or sociocultural competence** has to do with the appropriateness of language in relation to the context or situation. It includes such elements as sensitivity to differences in register or variations in language, nonverbal communication, and idiomatic expressions. Sociocultural competence is developed in the Language Competence component under the cluster heading "apply knowledge of the sociocultural context."


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**Functional** or **actional competence** covers the purposes of language users, the contexts in which they can operate and the functions that they can carry out using the language. This competence is defined in the Applications component of the *Framework*.

**Intercultural competence** is a combination of knowledge, skills and attitudes that enables individuals to communicate and interact across cultural boundaries. It includes the skills of finding information about a culture; interpreting this information in order to understand the beliefs, meanings and behaviours of members of that culture; relating one's own culture to the target culture; and interacting with members of that culture. In the process of developing these skills, language learners will acquire knowledge of the other culture, a heightened awareness of their own, as well as knowledge of the processes of interaction between two cultures. A precondition for successful intercultural interaction is an attitude of openness and curiosity, as well as a willingness to look at the world from the point of view of the other culture. Intercultural competence is developed in the Global Citizenship component of the *Framework*.

**Strategic competence**, in early models of communicative competence, was defined as "ways to avoid potential [difficulties], or repair actual difficulties in communication, coping with communication breakdown, using affective devices" (Citizenship and Immigration Canada 1996, p. 13). The concept was later expanded to include any strategies used to enhance communication and language learning. See the entries for "language learning strategies" and "language use strategies" in this glossary. Strategic competence is developed in the Strategies component of the *Framework*.

**Content-based language learning**

In content-based language learning, students learn a second language while they are learning content from another subject area. This is the approach taken in French immersion and bilingual programming.

**Culture**

The members of the culture task force of the National Core French Study (LeBlanc 1990) have defined culture as "the general context and way of life. It is the behaviours and beliefs of a community of people whose history, geography, institutions, and commonalities are distinct and distinguish them to a greater or lesser degree from all other groups" (p. 44). An important element of a people's way of life is their means of communicating amongst themselves, that is, their language.

**Historical and contemporary elements of the culture** may include historical and contemporary events; significant individuals; emblems or markers of national identity (myths, cultural products, significant sites, events in the collective memory); public institutions; geographical space (regions, landmarks, borders, frontiers); social distinctions; conventions of behaviour; and beliefs, taboos, perceptions and perspectives. Choices about which elements to include should reflect the importance of the element within the culture, and the interests and developmental level of the students.


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**Discourse**

Discourse is connected speech or writing that extends beyond a single sentence or utterance.

**Discourse competence**

See "communicative competence."

**Diverse, diversity**

Within most cultures, there are groups of people who have cultural beliefs, values and practices that are different from the majority or mainstream culture. These differences may be based on religion, national or ethnic origin, social class, race, or colour.

**Functional competence**

See "communicative competence."

**Grammatical competence**

See "communicative competence."

**Guided situations**

This term is used to describe all the methods teachers and other helpful conversational partners use to help language learners understand and produce language.

**Oral language** is more easily understood if speech is slow and clearly articulated, with pauses to assimilate meaning, and if it is accompanied by gestures, facial expressions, body language or visuals that help to express the meaning. Language learners will have less difficulty understanding a familiar speaker—one whose voice, accent and speech habits are well known to them—speaking about a topic that they know well and are interested in.

**Written language** is more easily understood if, for example, there are illustrations to support the text, there are titles and subtitles to guide the reader, and the topic is a familiar one.

Both **oral and written production** can be guided by providing students with language models; e.g., sample sentence structures, text forms and patterns of social interaction, and by providing a language-rich environment: e.g., illustrated thematic vocabulary lists on classroom walls, labels on classroom objects, correction guides, illustrated dictionaries.

As students become more proficient, these supports can gradually be removed until the language they are exposed to closely resembles language in authentic situations.

**Idiomatic expression**

An idiom or an idiomatic expression is a word or group of words that has a commonly accepted meaning that is different from the literal meaning. Some examples are: *he passed away* (he died), *happy as a lark* (very happy), *I'm fed up* (I've had enough, I'm disgusted, I'm bored).

**Intercultural competence**

See "communicative competence."


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| | |
|---|---|
| **Kinaesthetic ability** | This is the ability to use the body to express ideas and feelings, and to use the hands to produce or transform things. |
| **Language learning strategies** | These are actions taken by learners to enhance their language learning.<br><br>**Cognitive strategies** operate directly on the language and include such things as using different techniques for remembering new words and phrases, deducing grammar rules or applying rules already learned, guessing at the meaning of unknown words, or using different ways to organize new information and link it to previously learned language.<br><br>**Metacognitive strategies** are higher order skills that students use to manage their own learning. They include planning for, monitoring and evaluating the success of language learning.<br><br>**Social strategies** are actions learners take in order to interact with other learners or with speakers of the target language.<br><br>**Affective strategies** are methods learners use to regulate their emotions, motivation and attitudes to make them more conducive to learning. |
| **Language use strategies** | These are actions taken to enhance communication. In early conceptual models of communicative competence (Canale and Swain 1980), strategic competence was one component. It was defined as the strategies used "to compensate for breakdowns in communication due to performance variables or to insufficient competence" (p. 30). Subsequent models have broadened the definition to include non-compensatory strategies. The term "language use strategies" is being used, rather than "communication strategies" to reflect this broader range. The strategies in the *Framework* are organized according to the three communicative modes: interactive, interpretative and productive.<br><br>Language use strategies can be seen as a subcategory of language learning strategies, since any action taken to enhance communication or to avoid communication breakdown can be seen as increasing the chances that language learning will take place. Language use strategies can, however, be used with no intention of trying to improve learning the language. |
| **Lexical phrase** | A group of words that functions like a single word; e.g., *all of a sudden, lie down, well done.* |
| **Lexicon** | Lexicon covers all kinds of words, both content words; e.g., *dog, run, happy*, and function words; e.g., *him, from, but.* It also includes lexical phrases, which are groups of words that function like single words; e.g., *all of a sudden.* |


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| | |
|---|---|
| **Mechanical conventions** | These are the conventions used to make written text easier to read. They include such things as capitalization, punctuation, paragraphs, titles or headings. |
| **Morphology** | Morphology is the part of grammar that deals with changes in words that mark their function in the sentence; e.g., changes in verb endings or adjectives to mark agreement. |
| **Nonverbal communication** | A large part of what we communicate is done without the use of words. Meaning can be communicated by gestures, eye contact, facial expressions, body language, physical distance, touching, sounds, noises and silence. |
| **Orthography** | Orthography describes the writing system of the language—the correlation between the sounds and the spelling where the writing system is alphabetic; the rules of spelling; as well as mechanical conventions, such as capitalization and punctuation. |
| **Patterns of social interaction** | Social interaction often follows fairly predictable patterns. Very simple patterns are made up of two or three exchanges; e.g., greeting–response. More complex patterns may have some compulsory elements and some optional elements that depend on the situation; e.g., express an apology, accept responsibility, offer an explanation, offer repair, promise nonrecurrence. Lengthy interactions and transactions can be carried out by combining simpler ones to suit the situation. |
| **Phonology** | Phonology describes the sound system of the language, including pronunciation of vowels and consonants, intonation, rhythm and stress. |
| **Proficiency** | *Canadian Language Benchmarks* (Citizenship and Immigration Canada 1996) defines proficiency as "communicative competence, demonstrated through the ability to communicate and negotiate meaning and through the ability to interact meaningfully with other speakers, discourse, texts and the environment in a variety of situations" (p. 10). |
| **Register** | Register is the level of formality of speech or writing, based on the social context in which the language is used. Casual conversation uses an informal register, while situations like a public lecture or a radio broadcast demand a more formal register. The language used in a personal letter to a good friend or a close family member differs considerably from that in a formal letter in the business world. |


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| | |
|---|---|
| **Social conventions** | These are the customs that accompany speech in social situations. They include actions, such as bowing, shaking hands or kissing; topics that are taboo in conversation; conventions for turn taking, and interrupting or refusing politely; and appropriate amounts of silence before responding. |
| **Sociocultural competence** | See "communicative competence." |
| **Sociolinguistic competence** | See "communicative competence." |
| **Spatial ability** | This is the ability to perceive the visual–spatial world accurately and to work with these perceptions. It includes sensitivity to colour, line, shape, form, space and the relationships among them. |
| **Strategic competence** | See "language use strategies." |
| **Syntax** | Syntax is the part of grammar that deals with language at the sentence level; e.g., word order, types of sentences, the way sentences are constructed. |
| **Task** | Task is used in the *Framework* to mean "a piece of work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (adapted from Nunan 1989). |
| **Task-based language learning** | In task-based language learning, classes are structured around meaningful tasks rather than around elements of the language itself, such as grammar structures, vocabulary themes or language functions. |
| **Text** | Any connected piece of language, whether a spoken utterance or a piece of writing, that language users/learners interpret, produce or exchange. There cannot, therefore, be an act of communication through language without a text. |
| **Text forms** | Different kinds of texts have typical structures. A letter, for example, has a different form or structure than a report or a poem. An oral interview is different from an announcement or an oral presentation. A sample list of text forms can be found in Appendix IV. |
| **Variations in language** | Within any language, there are variations in the way people speak and write. Language can vary with the age, gender, social class, level of education and occupation of the speaker or writer. It can also vary from region to region within a country. Variations include differences in accent, vocabulary and sometimes syntax, as well as differences in social conventions. |


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